



JOINT TASK FORCE SPECTRUM MANAGEMENT COURSE



Course Orientation

6 November 2002



Communications and Information Flight
336 Training Squadron
Keesler AFB, MS 39534
OPR: 336TRS/UUBB



**Joint Task Force Spectrum Management Course
336th Training Squadron (AETC)
Keesler Air Force Base, MS 39534-2235**

6 November 2002

COURSE ORIENTATION

This course provides training for interservice personnel in the knowledge and skills needed to perform the duties of a Joint Task Force Spectrum Manager. The scope of this training includes the following: JTF Spectrum Management Lifecycle; tasks and required activities of a JTF Spectrum Manager; structure of a doctrinal JTF and the role of it's components; importance of coordinated use of the spectrum; spectrum dependent systems used by joint organizations and service component forces; Spectrum Manager's role in Information Operations; and the Spectrum Manager's role in Deliberate and Crisis Action Planning. The course also provides advanced training on automated spectrum management tools such as SPECTRUM XXI and the Joint Automated Communications-Electronics Operating Instruction System (JACS).

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COURSE ORIENTATION

Welcome. On behalf of the Commander, 81st Training Group, and the Commander, 336th Training Squadron, welcome to the E3AZR3C172 001 Joint Task Force (JTF) Spectrum Management Course. You were selected to come to this course because you are either in a Joint Spectrum Manager billet, or are being assigned to one. You will find the people the Spectrum Management Community, regardless of the Service, are a proud, elite group, eager and willing to help you in any way they can. Your job will be one that you can be extremely proud of and in which you will have an opportunity to excel if you put forth the time and effort necessary to succeed. Your effort toward success **MUST** begin now, with the first day of class, and **MUST** continue throughout your military career.

The course will train you in the following: JTF Spectrum Management Lifecycle; tasks and required activities of a JTF Spectrum Manager; structure of a doctrinal JTF and the role of its components; importance of coordinated use of the spectrum; spectrum dependent systems used by joint organizations and service component forces; Spectrum Manager's role in Information Operations; and the Spectrum Manager's role in Deliberate and Crisis Action Planning. The course also provides advanced training on automated spectrum management tools such as SPECTRUM XXI and the Joint Automated Communications-Electronics Operating Instruction System (JACS).

We sincerely hope that you will feel comfortable and relaxed while attending classes here. If you should have a problem, feel free to use our open door policy, which permits you to talk to any of us about any problems at any time. However, you should always consult your classroom instructor first.

Your instructors have been selected for their assignment on the basis of their outstanding record of performance in the skills they now teach. Each instructor completed an extensive course in instructional skills before becoming an instructor. Their knowledge, experience, and professional opinions are valuable additions to the training materials you will use throughout this course. **DO NOT HESITATE** to ask them questions or for assistance. The instructors are here for your benefit.

ACADEMIC CHAIN OF COMMAND

Instructor:	<u>SSgt Tillman</u>
Instructor Supervisors:	<u>SFC Gilman</u>
Navy Contractor:	<u>Mr. Oliver Young</u>
Flight Commander:	<u>CPT Richards</u>
Squadron Commander:	<u>LT Col Andre' Gathers</u>

COURSE OVERVIEW AND ADMINISTRATION

Course Number: E3AZR3C172 001

Phone Number: DSN 597-8842

Commercial Number: 228-377-8842

Fax Number: DSN 597-8870

Fax Commercial Number: 228-377-8870

Course Address: 336 TRS/UUBD
825 Hercules Street, Suite 132
Keesler AFB MS 39534-2038

Our course is stand-up lecture and is 13 days in length.

The course has been divided into three separate “blocks” of instruction. Each block has a certain amount of time allocated. Two of the three blocks consist of lecture, discussion, testing and the third block is your final examination - practical exercise. Approximately twenty percent of the academic hours are spent using the lecture/discussion technique. The remaining is divided into practical exercise, hands on automation exercises. Video presentations and guest lectures maybe used to reinforce student knowledge and to present current information. Your progress will be measured throughout the course by performance/progress checks, and written tests at the end of each block of instruction. Currently, the course content consists of the following blocks:

Block I consists of Orientation, JTF Organizational Structure, Spectrum Manager Duties, Coordination, Campaign Development – Deliberate and Crisis Action Planning and Measurement and Feedback.

Block II consists of Defining policy, gathering requirements, developing spectrum use plan, building the electromagnetic battle space, determining/requesting frequency resources, nominating and assigning frequencies, JCEOI Development, Generation and Distribution, Information Operations, Resolving and Reporting Interference and Measurement and Feedback

Block III consists of the final examination – practical exercise

SAFETY IN THE ENVIRONMENT

Safety will be stressed throughout the course. In other units we will discuss Operational Risk Management, Hazards of your new career field, and general safety rules.

Along with your studies, you will have ample time to enjoy your stay at Keesler AFB and the Mississippi Gulf Coast. During your travels, we urge you to use extreme caution. Observe safety rules whether on or off base. Since we cannot overemphasize your personal safety, we have identified some potential hazards.

Railroad Crossings. This area has many railroad crossings, a lot without railroad crossing guards. Several persons have died at these crossings. As you depart Gate Three (Main Gate), **USE EXTREME CAUTION AND ADHERE TO THE POSTED RAILROAD CROSSING STOP SIGNS.**

- **Water.** Many natural bodies of water within 25 miles of Keesler are **OFF LIMITS** for swimming or wading. A large percentage of accidents are due to driving into shallow of water and/or unknown water. Use the buddy system while swimming. Know your surroundings! First check for local conditions and stay abreast of potential hazards or changing conditions. Ask your instructor for any current changes to this policy.
- **Off-Limit Establishments.** There are times when certain establishments have been treating our customers in an improper manner. As a result these establishments may be declared off limits to military personnel, this list is posted on the board in the hallways. If you have any questions ensure you address them to your instructor.
- **Travel on Highway 90 (Hospitality Highway)** is dangerous and you should use extreme caution when traveling on the coast. The Gulf Coast is a resort area, so be aware that visitors and local families frequently visit these areas. Day-to-day routine traffic is normally high and becomes congested during shift changes or when roads are under construction/repair. Stay alert and do not take chances.
- **Traffic lights** are in use at most major intersections; however, some three and four way signs control the flow of adjacent entering onto Highway 90. Exercise great care when approaching these intersections. Make sure you have a clear road before proceeding. Just because you have the **RIGHT OF WAY** does not mean you are immune to accidents. Streets and highways are dangerous when wet and many areas are subject to flooding during heavy rains. Use caution when driving in this area. Remember most accidents occur within twenty-five (25) miles of home.
- **Classroom Safety/Computer Safety.** Safety is a continuing area of concern throughout the Air Force. In any environment, there are always areas where everyone must exercise particular care. Your instructor will periodically remind you of safety hazards you may encounter in the classroom as students.

COURSE POLICIES/GENERAL INFORMATION

In the next few paragraphs we will cover various policies that you need to be aware of while attending this course. While most of the policies are fairly consistent, some of them may have to be adjusted at various times. Your instructor in the classroom, or the Instructor Supervisor will bring any changes to the policies given in this handout to your attention.

Dress and Appearance.

As a representative of your Branch of Service, you are expected to adhere to your services' Instruction or Regulation concerning the proper wear and appearance of your uniform at all times

Individual pride in one's personal appearance and wear of the uniform greatly enhances the esprit de corps essential to an effective military force. Therefore, it is important for all members to maintain a high standard of dress and personal appearance. The four elements of this standard are neatness, cleanliness, safety, and military image.

As a Noncommissioned Officer or Commissioned Officer, you know what the standards of appearance are when in uniform. You will not be policed or supervised in this area. You represent your branch and will maintain your appearance at all times. You must be aware that this is an AETC training Base and the example you set will be impressed upon the students we have here.

Graduation: The graduation ceremony is a mandatory military function. Attendance by dependents, other than a spouse is not encouraged. A guest speaker may be invited from the spectrum management community to discuss items of interest and award diplomas at the graduation.

Army members are required to have their BDU uniforms available. Uniform for the graduation ceremony will be BDU's. Uniform for the classroom is normally the BDU's.

Air Force members are required to have their BDU's and short sleeve blues. Uniform for the graduation ceremony will be short sleeve blues. Uniform for the classroom is normally the BDU's.

Marine Corps members are required to have their Service "C" uniforms and their Camouflaged Utilities uniforms. The uniform for the graduation ceremony will be Camouflaged Utilities uniform. The uniform for the classroom will normally be the camouflaged utilities.

Navy personnel must bring all prescribed seasonal uniforms. If the time of the year will overlap seasons, they must bring both whites and blues. Uniform for the graduation ceremony The uniform for the classroom will normally be the work uniform E-7 and above khakis, E-6/E-5's dungarees. The uniform for the classroom will normally be the work uniform E-7 and above khakis, E-6/E-5's dungarees.

Civilian personnel wear appropriate office dress in the classroom. For the graduation ceremony, men will wear a coat and tie (semi-formal) and the women will wear an appropriate dress (semi-formal).

Courtesy, Discipline and Conduct

Conduct at the school must always be above reproach. Military standards of conduct apply on and off duty, in personal behavior, and in the treatment of others. Failure to adhere to these standards may result in dismissal. Professional relationships are essential to the effective operation of the school environment. Classes start promptly as indicated in the student schedule, unless otherwise indicated. Profanity, harassment, or abusive language is never tolerated.

There are guidelines:

1. Classroom seating is predetermined.
2. Classroom and break room must be neat and clean.
3. Guest speakers will be afforded professional respect.

The following guidelines will be followed while in training. Remember, you are adults and have more than a year in service:

- **DO NOT** sleep in the classroom at any time.
- **DO NOT** place your head on the tables at any time. If you are ill, see your instructor and ask permission to go to the hospital.
- **DO NOT** lean back in the chairs.
- **DO NOT** sit on the tables.
- **DO NOT** write in any publication unless instructed to do so by the instructor.
- Only course materials are allowed on the tables in the classroom. Place hats, briefcases, purses, etc., on or by the coat rack in the break room. Make sure that these items are not scattered about the classroom. If your classroom has desks you may place your personal items in the desk drawer.
- When the instructor or another student is talking, please do **NOT** interrupt.
- Writing of personal letters, etc., other than taking notes, is prohibited during classroom time.
- Air Force Instruction 40-102 and Air Education and Training Command Supplement govern the no smoking policy for students. It basically states, "The Air Force prohibits students from using tobacco in any professional military education (PME) of formal training school during school duty hours." The AETC Supplement further states, "Tobacco use by students in entry-level technical training and accession programs, professional military education, professional continuing education, interservice training programs, And Air Force Institute of Technology. (AFIT) programs is prohibited during school duty hours."

The position occupied by an instructor is radically distinct from an ordinary job. As instructors, we must uphold the United States Air Force Instructor's Code of Ethics and the 336th Training Squadron's Code of Ethics. Study groups are encouraged by all students, see your instructor for details.

Class Hours and Break Schedule. The JTF Course will be from 0700 – 1600 daily. When parking around the building, ensure that you do not park illegally or park in designated slots. Legal parking on base requires that you park between two solid white lines. Do not park by the loading dock area. Vehicles parked illegally will be given a citation and are subject to be towed.

0900-0910
1030-1040
Lunch 1200-1300
1430-1440

Each break will normally be 10 minutes. However, Instructor Supervisors may occasionally adjust breaks to fit the classroom situations.

Break areas are located outside the building entrances or in the student lounge:

- Hats will be worn outside and proper military courtesies (saluting, etc.) are mandatory in the break area.
- Food is **ALLOWED** in the building during break times. There are vending machines in the break area for your use. A Base Exchange snack truck also visits the area during daytime breaks.
- Drinks such as coffee, sodas, etc., are allowed in the classrooms. However, drinks are to be in a spill proof container and only be placed on designated tables in the classroom. **DO NOT** bring any drinks to your computer area nor place them near the computers or typewriters.
- Keep the break area clean by placing trash in proper receptacles.
- The use of cell phones in the building, and in or near the break area is prohibited during duty hours.
- Class leaders will monitor the break areas to ensure all rules are followed.

Failure to Go. Be on time for all classes. If an emergency arises and you cannot be on time, notify the instructor, or another student. Unauthorized absences will not be condoned and disciplinary action may be taken if this rule is broken. Only your Squadron Commander or a medical doctor/dentist is authorized to excuse you from training.

Appointments. If you have an emergency illness, notify your instructor, who will take appropriate action. For treatment on a non-emergency basis, call 1-800-700-8603 (main hospital).

Building Facilities. Classes for this course are conducted in Hewes Hall, Bldg 6903. Latrines are thru the double doors in the cross hallway. Each latrine is appropriately designated as **MALE** or **FEMALE**. Ensure you clean up after yourselves.

Water fountains are located near the latrines.

The Instructor Supervisor's offices are for "official business" only and are not to be entered or used by students for anything other than official business.

Course Elimination. The three methods of eliminating students from the course are discussed below.

Misconduct - Disciplinary problems, disrespectful conduct, refusal to do the work. These are matters over which the student has control. This type of elimination can result in disciplinary action and separation from the Air Force.

Academic Elimination - This is due to repeated failures in academics. In this case, the student tries but cannot progress.

Administrative Withdrawal - Medical disqualification or as directed by higher authority.

Student/Class Leader. Each class will have a designated class leader appointed by the instructor. Normally, the class leader will be the ranking military member of the class. The next ranking military member may be designated as the alternate class leader. .

Class leaders will be briefed by their instructor concerning course policies and responsibilities. Some of the basic responsibilities of a class leader are:

- Assume responsibility for class conduct during temporary absences of the instructor.
- Make instructors aware of matters or problems concerning class conduct and discipline.
- Supervise daily cleanup in the training area.

Cheating. Military personnel are required to assume positions of great trust and responsibility, and CHEATING cannot be tolerated. A cheating offense or a test compromise falls under the provisions of various articles of the Manual for Courts-Martial. Any person who aids or abets in the commission of such an offense or compromise is subject to punishment under the same provisions.

Cheating on an official examination, typing timed writing, or any other type of test by use of unauthorized materials can be described as:

- Any unauthorized communication with another student or other actions for the purpose of improving grades.
- Submission of a workbook or other homework accomplished by another person.
- Misrepresentation of such work as one's own.
- Use of notes taken by someone else.

Cheating and/or test compromise constitutes prejudicial conduct. If you cheat, you stand an excellent chance of being withdrawn or eliminated from this course and, possibly, the military. **DO NOT** risk your integrity or your military career by attempting to cheat or compromise a test in this course. When you get the urge to discuss questions on your block test with another student, the word is **DON'T**.

ACADEMIC STANDARDS AND CURRICULUM

Several minimum academic standards are established for JTFSMC. These standards are:

1. The minimum passing score for all examinations is 70 percent.
2. Failure to achieve a minimum passing score on any examination may be grounds for dismissal.

The school's curriculum is based on requirements established by the Interservice Advisory Committee, consisting of representatives of the Joint Chiefs of Staff J6B, all military services, and the Joint Spectrum Center. The curriculum also meets the standards of USAF Air Education and Training Command (AETC). The goal of the school is to execute a curriculum satisfying the requirements of all branches of service, and DoD component agencies. The guidelines used to carry out the goals of the school are in part:

1. Understand International and National Treaties, regulations, and restrictions as they apply to DoD.
2. Analyze electromagnetic compatibility to identify and minimize electromagnetic interference.
3. Calculate the communications parameters used to analyze system effectiveness.
4. Relate the creation of electromagnetic waves to the propagation characteristics to identify frequency-based problems.
5. Prepare and maintain frequency records and reports, using the Standard Frequency Action Format (SFAF).
6. During the tactical exercise, students will act as a Joint Task Force Spectrum Manager.

TYPES AND USE OF INSTRUCTIONAL MATERIAL

During this course you will come into contact with numerous types of training materials. These training materials are not only for your class but future classes. Training materials include paper, publications, exercises, computer disk, tool kits, etc. It is your job to ensure that these materials are taken care of and to report any damage that you might find with the materials

STUDENT FEEDBACK PROGRAM

Purpose of the Program. The student feedback program is an internal management tool established to obtain constructive criticism on training, the training environment, base, course, or squadron/unit support.

You will be given the opportunity to complete a group AETC Form 736, Student Feedback Form prior to completion of the course. With the group feedback, a single form is completed by

the class leader and summarizes the overall opinion of the class. You may submit an individual feedback form at any time during the course of training.

Do not be afraid to fill out a feedback. If you see something that can be improved, let us know. We cannot improve on something if we do not know what is wrong with it. If you see something you like, also let us know. Feedbacks dealing with base support facilities will be forwarded to the proper facility. Feedback forms are available on the bulletin board in the hallways. If needed, your instructor will assist you in completing the feedback. You may turn in your feedback to the instructor or the Instructor Supervisor.

If at any time you have a problem with your accommodations, transportation, dining facilities, or with the course itself, please let your instructor know. It is extremely difficult to correct something we are not aware of. Also, waiting until the last day is not helpful for you or the base if you have a real problem. Let us help with situations as they occur. Please keep all comments fair and keep personality conflicts from affecting honest course feedback. We always strive to give you the best instructions possible and encourage all comments to improve upon the instruction.

AIR FORCE FRAUD, WASTE, AND ABUSE PREVENTION AND DETECTION

Fraud, Waste, and Abuse (FW&A) program is important in the military. Members of the military have to do their part to blow the whistle on Fraud, Waste, and Abuse.

The military policy on FW&A is to use all available means to prevent, detect, correct, and discipline individuals involved in FW&A activities. The primary elements of FW&A prevention and detection programs exist within the military in the audit, inspection, investigation, and security areas.

To be able to prevent FW&A, you must know what each one entails. The definitions below taken from AFI 90-301, Inspector General Complaints, will give you a better understanding of FW&A.

Fraud. Any intentional deception designed to unlawfully deprive the military of something of value or to secure from the military for an individual a benefit, privilege, allowance, or consideration to which he or she is not entitled. Such practices include, but are not limited to:

- The offer, payment, or acceptance of bribes or gratuities.
- Making false statements.
- Submitting false claims.
- Using false weights or measures.
- Evading or corrupting inspectors or other officials.
- Deceit either by suppressing the truth or misrepresenting material fact.
- Adulterating or substituting materials.
- Falsifying records and books of accounts.
- Conspiring to use any of these devices.

Waste. The extravagant, careless, or needless expenditure of military funds, or the consumption of military property that results from deficient practices, systems, controls, or decisions. The term also includes improper practices not involving prosecutable fraud. NOTE: Wartime and emergency operations must be considered when explaining possible waste. For example, legitimate stockpiles and reserves for wartime needs, which may appear redundant and costly, are not waste.

Abuse. Intentional, wrongful, or improper use of military resources. Examples include misuse of rank, position, or authority that causes the loss or misuse of resources such as tools, vehicles, computers, and copy machines.

- The offer, payment, or acceptance of bribes or gratuities.
- Making false statements.
- Submitting false claims.
- Using false weights or measures.
- Evading or corrupting inspectors or other officials.
- Deceit either by suppressing the truth or misrepresenting material fact.
- Adulterating or substituting materials.
- Falsifying records and books of accounts.
- Conspiring to use any of these devices.

Anyone who knows of FW&A at Keesler Air Force Base has the duty to report it to their instructor, flight commander, or squadron commander or they may call:

81st Training Wing Inspector General (IG), ext. 7-3010
or
HELP Line, ext. 7-4357

Some examples of possible FW&A items that students should avoid are:

- Abusing data processing equipment, whether intentional or not.
- Wrongful destruction of student literature.
- Willful waste of janitorial supplies.
- Facilities abuse.
- Unauthorized use of government telephone services.
- Intentional lack of personal commitment in doing a duty or task for which a salary is being paid.
- Intentional practice to avoid making corrections to known deficiencies in order to prevent FW&A.
- Waste/unauthorized distribution of government pencils and pens.

SEXUAL HARASSMENT, UNPROFESSIONAL RELATIONSHIPS, AND HAZING

Webster defines harassment as to annoy persistently. When you take sexual harassment and group the two together, it is defined as a form of gender discrimination that involves unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when: (a) Submission to or rejection of such conduct is made either explicitly or implicitly a term

or condition of a person's job, pay, or career, or (b) Submission to or rejection of such conduct by a person is used as a basis for career or employment decisions affecting that person or (c) Such conduct interferes with an individual's performance or creates an intimidating, hostile, or offensive environment, or (d) Any person in a supervisory or command position uses or condones implicit or explicit sexual behavior to control, influence, or affect the career, pay, or job of a military member or civilian employee, or (e) Any military member or civilian employee makes deliberate or repeated unwelcome verbal comments, gestures, or physical contact of a sexual nature.

What to do and Who to see. If you are a victim of, or aware of, sexual harassment, get assistance! Commanders, managers and supervisors are not only responsible to personnel who may be the victim of discrimination, but are concerned with eliminating the negative impact of sexual harassment in the work center. If management personnel are unable or unwilling to resolve the

issue, seek an Equal Opportunity and Treatment (EOT) or Equal Employment Opportunity (EEO) counselor. If you choose to utilize formal complaint procedures, remember, documentation of sexually harassing events, including names, dates, times, witnesses, and places, is important and puts "teeth" in the formal complaint process.

COMMUNITY COLLEGE OF THE AIR FORCE (CCAF)

The Community College of the Air Force (CCAF) was established so that existing Air Force training programs could be documented as formal education in the civilian education community. The CCAF is able to combine each airman's Air Force instruction and voluntary education into career study programs and issue a single transcript acceptable to military, business, and civilian colleges and universities. The JTF Course is part of the curriculum of the CCAF. Upon graduation from the course, you will receive ____ semester hours of credit toward your Associates Degree from the CCAF.

AIR FORCE CORE VALUES

Integrity is a Character Trait. It is the willingness to do what is right even when no one is looking. Integrity is the ability to properly regulate all of the elements of a personality. A person of integrity, for example, is capable of acting on conviction. A person can control impulses and appetites.

Service Before Self. Service before self tells us that professional duties take precedence over personal desires. At the very least it includes the following behaviors.

Excellence In All We Do. Excellence in all we do directs us to develop a sustained passion for continuous improvement and innovation that will propel the Air Force into a long-term, upward spiral of accomplishment and performance.

CONSERVATION OF TRAINING MATERIAL, SOURCES, AND ENERGY

Conservation of Training Materials, Resources, and Energy. Over the past few years, the Air Force's budget for housekeeping and supplies has been drastically reduced. This means that we must continue to do our job with less money. It is up to us to do our part and see that available personnel and resources are used to get the most out of every dollar spent. Waste and inefficiency must be reduced as much as possible. We can start with good supply discipline.

Training publications, literature, paper, pencils, and equipment all cost a lot of money. Do your part--use them wisely. The only supplies you are required to furnish for this course are a pencil and notebook for taking notes.

The Nation's current energy crisis demands that we conserve energy. Energy is wasted every day, both at work and at home. In the past, not much thought was given to how much electricity and fuel were used because it was cheap and plentiful. Today we realize that energy is expensive and limited. The energy shortage is real and will last for an extended period of time. Attitude is of the utmost importance in this endeavor since our ability to save energy is dependent upon the collective efforts of all individuals. To help prevent the energy loss at Keesler, each building has

an Energy Conservation Manager assigned. If you are unable to correct an energy-wasting situation, contact course personnel promptly.

SCHOOL STAFF



Sergeant First Class Brian M. Gilman, USA
JTFSMC ARMY INSTRUCTOR

Sergeant First Class Gilman enlisted in the Army in the Delayed Entry Program in December 1983, and reported for basic training on 2 August 1984 to Fort Jackson, South Carolina. Upon completion of basic training PVT Gilman reported for Advanced Individual Training at Fort Gordon, Georgia as a 31M, Multichannel Communications Equipment Operator. After completion of school he was assigned to B Co., 54th Signal Battalion, 3rd Signal Brigade, Fort Hood Texas in February 1985. He was then re-assigned to B Co., 57th Signal Battalion, 3rd Signal Brigade for fielding of Mobile Subscriber Equipment (MSE) and was re-classified as a 31FV4, Node Center Operator. In July 1990, he was assigned to D Co., 17th Signal Battalion, 22nd Signal Brigade, V CORPS, USAEUR, in Frankfurt, Germany, as a Large Extension Node (LEN) Team Chief. After leaving USAEUR in February 1994, he was assigned to A Co., 29th Signal Battalion, I CORPS at Fort Lewis as a Node Center Supervisor In April 1994 he was assigned to A Co., 121st Signal Battalion, 1st Infantry Division, USAEUR and was deployed to Tuzla, Bosnia in support of SFOR. After this assignment, in July 1999, he went to the Regimental Officers Academy, Fort Gordon, Georgia as an instructor in the Army's Battlefield Spectrum Management Course (D9). In January 2002 he was selected by the Army's Spectrum

Management Office to be the Army instructor to the Joint Task Force Spectrum Management Course.

US Army Multichannel Communications Equipment Operator Course, 31M Ft Gordon, Ga 1984

US Army Basic Non-Commissioned Officers Course 31M20, Ft Gordon, Ga 1988

GTE Mobile Subscriber Equipment Training 31FV4, Ft Hood, Tx 1989

US Army JRBECS Course, Ft Gordon, Ga 1999

US Army Battlefield Spectrum Management Course ASI D9, Ft Gordon, Ga 2000

JSC Spectrum XXI Training, Ft Gordon, Ga 2000

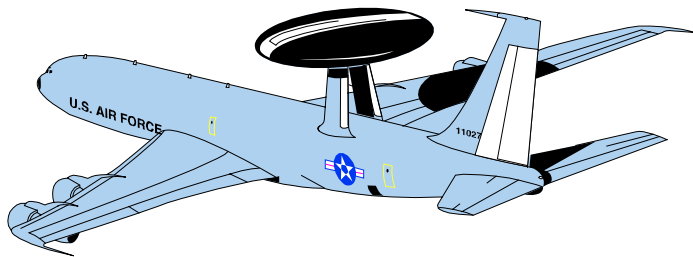
JSC JACS Training, IITRI, 2000

US Army Advanced Non-Commissioned Officers Course 31W40, Ft Gordon, GA 2001

EUCOM JTF Operations Course, EUCOM ECJ6-F, 2001

Radio Frequency Spectrum Management Course, NTIA, 2001

SXXI v4 Training, JSC 2003



Staff Sergeant Antoine Tillman, USAF
AIR FORCE INSTRUCTOR

SSgt Antoine Tillman enlisted in the Air Force on 19 Nov 86 as an Avionics Communications Specialist. Upon graduation from technical school at Keesler AFB, MS he was assigned to Eglin AFB, FL. SSgt Tillman was chosen to be on one of the first initial test and development teams for the ARC-164 UHF Have Quick Radio. In 1988 SSgt Tillman's career field combined with Avionics Navigational Systems and he became a Communications/Navigational Specialist. SSgt Tillman work on many aircraft platforms (A-10, UH-1N, F-4D/E, RF-4C, T-38 and C-130) at Eglin. As a Buck Sergeant, in 1990 SSgt Tillman took on the responsibility as the shop equipment custodial account and duties, where he managed over 5 million dollars of assets. SSgt Tillman has worked on numerous projects in the Air Force Test and Development Community to include the JTIDS program, EHF Radio, IFF Testing after the Gulf War, ECM Pods, FAA Projects and COMSEC Equipment.

In 1998 SSgt Tillman chose to cross-train into electromagnetic spectrum management. Upon graduation in 1998 (98A), he was reassigned to Eglin AFB, FL. He reported to the 46OSS Frequency Control and Analysis office. The FCA is responsible for all of the day-to-day operation of frequency management for the Eglin Range that covers 250 nautical miles. During his tour as a Range Frequency Manager SSgt Tillman work many exercises and special missions dealing with detailed spectrum requirements. He was loaned out for 6 months to work with the Gulf Area Frequency Coordinator to help with their workload and to receive more knowledge of the spectrum management world.

In 2001, SSgt Tillman volunteered for instructor duty for the new Joint Task Force Spectrum Management Course (JTFSMC) and was assigned to the school in May 2002. SSgt Tillman is married to Lisa and has 1 daughter, Sedonia and 1 son, Antoine Jr.



Mr. Oliver Young, U.S. Navy (Retired)

Navy Contractor

Mr. Oliver Young is a retired Senior Chief Petty Officer with the United States Navy. Upon completion of Basic Training in Orlando, Florida, he was assigned to the USS Bausell (DD-845) as an inport/underway communications watch stander homeported in Yokosuka, Japan. After less than a year on board, Radioman Seaman Young transferred to the USS Jouett (CG-29) in June of 1978, homeported in San Diego, California. During his three-year tour onboard, he was advanced to Third and Second Class Petty Officer. After his tour onboard Jouett, he joined the naval reserves. After a brief tour in the reserves, he was assigned to USS Peleliu (LHA-5) homeported in Long Beach, California. While stationed onboard Peleliu, he became inport/underway as well as tech control supervisor. After his tour onboard Peleliu, he was assigned to Naval Communications Area Master Station (NAVCAMS) Guam in October of 1985 and was advanced to First Class Petty Officer. After two years on Guam, he transferred to San Diego as an Instructor at Advanced Electronics School. During his tour he earned the Master Training Specialist designation and was selected as a Chief Petty Officer in September of 1990.

After his tour as an instructor he reported onboard USS DEYO (DD-989) as Chief Radioman in May of 1991. After his tour onboard DEYO, he transferred to Enlisted Personnel Management Center (EPMAC), New Orleans, Louisiana as a Readiness Placement Coordinator. During his three-year tour, he was advanced to Senior Chief Petty Officer April of 1995. After his tour at EPMAC was completed, he attended Inter Service Frequency Management School at Keesler AFB in Biloxi, Mississippi. After completion of training in August of 1997, he transferred to Commander Cruiser Destroyer Group Twelve in Mayport, Florida as Senior Communicator for Enterprise Battle Group. It was here that he retired from the Navy November of 2000.

Group Paced Instructor, Naval Training Center, San Diego, CA Dec 1987
Communications Manager, Naval Training Center, San Diego, CA May 1997
Inter Service Radio Frequency Manager Course, Keesler AFB, Biloxi, MS Aug 1997
JSC Spectrum XXI Training, Annapolis, MD Feb 2003

ITEMS TO BRING FOR CLASS:

- Pens, pencils, and notebooks (lots of note taking materials).
- Highlighting markers (not black) and colored pencils.
- ***SPILL PROOF*** cup for use with **any** liquid in the classroom. One Silver Bullet coffee pot is available; students must supply coffee and condiments.
- 3 Ring Binder

ADMIN/FINANCE SUPPORT/CIVILIAN PERSONNEL ENTITLEMENTS

The Marine Corps, and Navy have detachments aboard Keesler provide personnel support functions. The base finance office provides services to the Air Force only. Army personnel will use the Army Instructor and their home unit for support.

There is presently no agreement between the Army and the Air Force to provide financial support while TAD/TDY to Keesler. Students from the Department of the Army, must make arrangements with their servicing pay office to make sure their required funds are issued in advance or can be timely received via electronic transfer or credit card.

There is presently no agreement between the Marine Corps and the Air Force to provide financial support while TAD/TDY to Keesler. Students from the Marine Corps must make arrangements with their disbursing office to make sure their required funds are issued in advance or can be timely received via electronic transfer or credit card. If the student has not made prior arrangements through their parent command then the Marine Corps Detachment can send a partial settlement claim every 30 days to Kansas City for personnel in a TAD status.

There is presently no agreement between the Navy and the Air Force to provide financial support while TAD/TDY to Keesler. The disbursing office at the Seabee Base at Gulfport, CBC, supports Navy personnel attending the school. You can contact Mr. Batol at 871-2764 for assistance.

Civilian Entitlements: The following entitlements apply if DoD civilian employees are billeted on base. Keesler Civilian Personnel Office recommends civilian travel orders be authenticated by the Billeting Office to show use of on-base quarters.

REPORTING/BILLETING INSTRUCTIONS/TRANSPORTATION

Students reporting to the Joint Task Force Spectrum Management Course should follow the procedures outlined in their travel orders. If directed to report to any specific activity for record purposes, follow all instructions.

Students must **REPORT TO THE SCHOOL ONE-DAY BEFORE THE CLASSES START DATE**, in Bldg 6903 (Hewes Hall), room 132. If any difficulties are encountered before reporting, contact the course cadre at commercial, (228) 377-8882/8847/8848 or DSN 597- for assistance.

Army Students report to the Army Instructor. All check-in procedures are accomplished through the Army instructor in Bldg 6903 (Hewes Hall), room 132 at **0800 THE DAY BEFORE THE FIRST DAY OF CLASS**. Additional information concerning reporting instructions can be obtained from your Army representative.

Marine Corps students are required to report to the Marine Corps Detachment Bldg 7001 in Service "A" uniform by **0800 THE DAY BEFORE THE FIRST DAY OF CLASS**. After reporting into the detachment all Marine Corps students, will report to the Marine instructor in Bldg 2602, room 119 (Vosler Academic Development Center) by 1000. Additional information concerning reporting instructions can be obtained from your Marine representative.

Navy students must report to Naval Technical Training Unit (NTTU) located in Stennis Hall building 4331 by **0800 THE DAY BEFORE THE FIRST DAY OF CLASS**. After reporting into NTTU, all Navy students will report to the Navy instructor located in Bldg 2602, room 119 (Vosler Academic Development Center) by 1000. Additional information concerning reporting instructions can be obtained from your Navy representative.

Air Force Students do not need to report to the training squadron immediately. Check-in procedures are accomplished through the Air Force instructor located in Bldg 6903 (Hewes Hall), room 132 at **0800 THE DAY BEFORE THE FIRST DAY OF CLASS**. Once all of the Air Force students have arrived, the Air Force instructor will accompany the students to the training squadron to complete the check-in procedures. Additional information concerning reporting instructions can be obtained from your Air Force representative.

Civilian / DoD Students do not need to report to the training squadron. Check-in procedures are accomplished through the School located in Bldg 6903 (Hewes Hall), room 132 at **0800 THE DAY BEFORE THE FIRST DAY OF CLASS**. Additional information concerning reporting instructions can be obtained from the course director.

Students will report to Muse Manor, Bldg 2101, for billeting. It is recommended that students make advance reservations before arrival. Reservations are made by calling commercial, (228) 377-9986/3774 or (DSN 597-xxxx). Students who bring their families with them are required to make their billeting arrangements.

Transportation: Students arriving by commercial air transportation at New Orleans International Airport, Mobile Airport, or Gulfport Municipal Airport should bring money for the cost of local ground transportation (recommend \$60.00 for New Orleans or Mobile and \$20.00 for Gulfport airport arrivals).

Students who drive POVs should bring their certificate of ownership, title, and proof of insurance with them. If the vehicle does not already have a DoD sticker, they are required to report to the Sablich Center, Bldg 0701, vehicle registration office to register their vehicle on base.

QUICK REFERENCE TELEPHONE NUMBERS

Frequency Management School			
Instructor Supervisor, JTFSMC	377-8848		
Army Instructor	377-8848		
Air Force Instructor	377-8847		
Navy Contractor	377-8846		
Course Number	377-8842		
Fax	377-8870		
Other Points of Interest			
Base Exchange	435-2216	Pass & ID	377-3893
Base Operator	377-1110	Service Station	432-2404
Commissary	377-4468	Transportation Office (Base Taxi)	377-2430
Chapel	377-4410	Sick Call Appointments	1-800-700-8603
Credit Union (KFCU)	385-5500	VA	377-2631
Dental Clinic (Apt)	377-4510	Visiting Officer Lodge	377-2420
Emergency Room (Ambulance)	377-6555		
Gymnasium (Blake)	377-4385		
Gymnasium (Dragon)	377-4409		
Lodging (Muse Manor)	377-2420		
Keesler Community Center (Warrior Lounge)	377-1659		
Keesler Club	377-2219		

Keesler AFB: 228-377-XXXX

Defense Switched Network (DSN) number for Keesler AFB: 597-XXXX

Keesler AFB on base numbers: 7-XXXX

DSN access from Keesler telephones is: 94 then the DSN number

Off base local calls from Keesler telephones is: 99 then the local number

Emergency number 911

STUDY SKILLS

Teaching study skills is intended to familiarize you with good listening habits, proper note taking methods, and tips on how to successfully take a test. This Spectrum Management technical course may be challenging and since some students have not been in a classroom environment for some time, this may add to the challenge. The first element in developing good studying skills is listening.

Listening: Hearing is not listening. People hear, often without listening, whenever sound waves strike their eardrums. Frequently, we do not remember what we hear because we do not listen. Almost everyone is embarrassed by not remembering the name of a new acquaintance due to a failure to listen when they were introduced. Even if one remembers, the person does not necessarily get the most from listening. Donkeys are not rich simply because they carry gold on their backs, nor are people wise simply because they have facts memorized. Facts, memorized without an understanding of their significance are as worthless to people as gold is to a donkey. In a broad sense, listening means hearing, comprehending, and remembering. To do this, people must concentrate on what they hear. They must be willing to put effort into the listening process. By definition, concentration is "close mental application" or "exclusive attention." What can people do to channel their attention? The secret lies in forming good listening habits.

Get ready to listen. Listening requires physical and mental preparation. The physical preparation for listening can be compared to the efforts of catching a plane. If people expect to be passengers on a plane departing at 2000 hours, they must check baggage, find seats, fasten safety belts, and be waiting takeoff before 2000 hours. The same is true in the listening situation. First, listeners must check their baggage, put away newspapers, books, and other materials. Next, they must comfortably seat themselves before the speaker begins. They should prepare to listen to the speaker by mentally "tuning-out" distractions such as noise or minor physical discomforts. They should be physically relaxed but mentally alert, with pencil and paper at hand for taking notes. Only then are they ready to travel along with the speaker.

If the listener and the speaker are in the same room they cannot travel far from each other. Yet, despite their physical proximity, the listener and the speaker do not necessarily travel in the same channels of thoughts or ideas. By failing to listen to the speaker's opening remarks, members of an audience miss the basic structure the speaker will use to build the important points of the topic.

Physical preparation is not enough; mental preparation is also essential to good listening. Listeners should be ready to "tune-in" on the speaker's mental wavelength. How do they prepare themselves to do this? They start by reviewing their knowledge of the subject area and then trying to imagine what the speaker will say. Just as they would study a map before starting on a trip into an unfamiliar area, they study a mental map of the area the speaker is likely to take them. Alert listeners will review schedules or other program data which might give them preliminary information about a speaker's topic or lesson. They find material on the subject of the lecture and read it. If they already know something about the topic, they should think about it and consider what they would say if they were the speaker. This part of the preparation helps listeners recognize the core of experience they have in common with the speaker. By taking to the lecture as much knowledge of the subject as possible, they increase the probability of valuable two-way communication.

Take responsibility for comprehending. Frequently, speakers will have listeners in their audiences whose attitudes speak for them: "Here I am; teach me-if you can!" These listeners believe knowledge is poured into them as water is poured into a jug. They will not get the full benefit of any lecture or lesson until they learn that a successful listening-learning situation demands something of the listener as well as the speaker. Speakers frequently use examples to support points they wish to stress. Listeners who feel responsible for comprehending look for similar examples within their experience and apply the point to themselves or to their jobs.

Another way to increase comprehension is to rephrase ideas. In describing poor reading habits, a speaker might say, "The reader in this example has too many fixations per line." Listeners might rephrase the statement: "This reader allows the eyes to stop too many times on one line of type." Rephrasing in this way helps them understand and retain the speaker's words into a vocabulary which they are more familiar.

Listen to understand rather than to refute. Critical listening is a good practice, but it is not achieved by criticizing the speakers' thoughts before they have finished. Silent argument with speakers while they are speaking can be a waste of time. Thoughtful listeners will analyze but not mentally argue with teachers or lecturers during the presentation. Unless they honestly attempt to get the speaker's message, listeners cannot be well enough informed to evaluate the ideas intelligently. Listeners should listen and wait; they should try to understand first and

evaluate second. Some or all ideas may deserve questioning and testing, but the testing should be done after a speech or lesson is finished. Conversely, responsible listeners may find no disagreement exists.

Control your emotions. Listeners should not permit emotional blocks to develop between themselves and the speaker. How can listeners be unbiased? If, for example, they are annoyed by a speaker's manner, how can they remain objective about the speaker's ideas?

By isolating the source of their annoyance; the speaker's vocabulary, dress, or personal mannerisms and by analyzing the reasons for their negative emotional responses to them, they can often minimize their effects. Intelligent listeners do not permit emotional blocks to prevent understanding of a speaker's ideas. Actually, responsive listeners try to help speaker's rather than to react unfavorably to them. Listeners can assist speakers merely by displaying an overt interest.

Sometimes, certain words trigger certain emotions. Some terms, such as, "Blondie," "Socialist," "Automation," and "collector of internal revenue" are emotionally loaded. Everyone has experienced emotional blocks upon hearing certain words. Listeners wishing to profit from their listening experiences should make a list of words that annoy them emotionally. By identifying and understanding these words as blocks to communication, they can gradually allow themselves to respond to a speaker's ideas rather than their vernacular or vocabulary.

Listen for main ideas. It is possible to become too involved in details. People who boast, "I listen for the facts," may actually be poor listeners. By concentrating exclusively on individual supporting points, they may miss the main ideas. Fact A, Fact B, and Fact C may be interesting, but the speaker's reasons for offering these facts may be to derive an important generalization from them. Realizing this, alert listeners can train themselves to distinguish between main thoughts and the less important supporting ideas.

How have speakers organized their main points? What organizational patterns have they used? Do they present main points and then support them, or do they use the opposite approach? Both approaches are effective, and both are commonly used in speeches. Listeners must look for the relationship of examples, comparisons, and testimony to the ideas they support. If listeners have previewed the subject matter, the listening task is easier.

By listening for the main ideas of speakers, people may increase their knowledge and understanding. Most people want to know more about many subjects than they have time to learn through personal research. By listening intelligently, listeners can benefit from the research, experience, and thinking of knowledgeable speakers from a wide variety of fields.

Be mentally agile. Concentrating through a speech is a challenge, because people do not think and speak at the same rates. People normally think much faster than speakers can possibly talk. This rate differential gives the listener's minds time and opportunity to stray from the speakers' subject. Listeners with disciplined minds may use this spare time to review what the speaker has said and to predict what they will say. In doing this, they profit from two practices essential to learning: Mental activity and repetition. Mentally agile listeners have ample time mentally, to repeat, forecast, summarize, and rephrase the speaker's remarks. This practice increases comprehension and aids retention.

Take notes. Comprehension and retention, of students taking notes, are usually better than those of students who do not. Listeners should use a note taking system that works for them. If they follow a system and establish the habit of reviewing their notes, comprehension, and memory will improve.

The suggestions for getting ready to listen also apply to taking notes. Listeners should arrive at the lecture hall or classroom in time to have their materials ready before the speaker begins. If you use a separate sheet of paper or note card for each presentation, your notes will be easier to use later. By using only one side of the paper and leaving enough marginal space, you can easily make clarifying notes you may wish to add later from other sources. One efficient system is to use a loose-leaf folder with separate sections for each topic or area covered in a lecture series.

Notes should include the speaker's main ideas and enough supporting details to make the main ideas clear. Yet, listeners cannot afford to let the note taking process interfere with their understanding of what the speaker is saying. The main function of taking notes is to aid in reconstructing the oral communication upon its conclusion. Often it is helpful to use abbreviations to jot down key words, rather than complete sentences. When listeners try to take down a speaker's exact words, they risk losing the continuity of their thoughts and, therefore, the purpose of the lecture. In only one instance is it wise to take verbatim notes: for purposes of clarity. Write definitions of key words down just as the speaker expresses them.

Listeners should watch for "road signs" indicating the speaker is moving from one main idea to another: Such transitions are "another point is" and "in contrast to what I have just said." Notes should be as brief, yet easily understandable. Each note should help recall one of the speaker's ideas. Good notes actually outline the speech.

Listeners should review and expand their notes as soon after a speech as possible. This review permits the listeners to "relive the experience," thereby strengthening their memory of the most important ideas.

Taking Notes: Taking notes is not simply writing down everything spoken. There are several elements to taking notes. First is student participation: Anything you can do to generate definite mental action while listening or reading will help you to achieve affective learning. One

device is taking notes. If you reword what the speaker or author is saying, you are mentally reacting to what you hear or see. Taking notes is one of the best devices for incurring aggressive mental reaction to what your eyes and ears are receiving. Learning does not take place unless there is mental activity on the part of the listener or reader. You can follow a lecturer by noting his elaboration of different points and thinking of possible improvements you would make on his presentation. This keeps you mentally alert, which is the essence of learning. Another technique is to ask yourself, "What should I get from this chapter or this lecture?" Formulate questions you feel should be answered in the process of the discussion and look for the answers to these questions. This technique gives you something definite to accomplish as a result of your listening and reading keeps your mind, as well as your eyes and ears, active in the process of learning.

Aid in retention. After getting the meaning of what the speaker or writer has presented, you should condense this into your words. You should write down just key words, because if you try to write phrases or sentences, you will miss much of the speaker's presentation. You can not listen, think, and write at the same time. During your review of the notes, your words will have more meaning than those of the speaker or writer. Then too, this practice is a test of whether you understand what the speaker or writer presented. To rephrase something in your words requires some understanding of the materials. Rephrasing in your words is a kind of self-recitation which allows you to do some extra thinking about the materials. Thinking increases understanding. The result is your learning will be more useful and easily retained.

Study reference and research. Learning in any course or school is a balanced process. This means getting the maximum from any course or school requires knowledge from the classroom and from written materials. Taking notes tends to bring together what you learned in the classroom and what you understood from reading and studying. The result is a compact package of information or notes easily accessible for reference. This reference material can be rewarding immediately before an examination period or class discussion. You will then have all the important information you need right at your fingertips. You eliminate the problem of researching volumes of material in a library or the inconvenience of carrying volumes of material to class with you. Remember, you cannot re-read all of the material, and even if you could, it could prove to be a waste of time.

How To Take A Test: There are many factors effecting passing or failing a test. Some of these factors are listed below. Read them carefully and evaluate yourself against them. You may discover one or more of them apply to you. Once you have isolated a weakness, it should not be too difficult to correct the weakness.

Do not be afraid of the test. You may have developed a fear that the test is difficult and you are likely to fail. Your unfound fear could cause you to make errors. Fear is defined as False Evidence Appearing Real.

Mental block. When you enter the test room, you do not have the power to concentrate on the instructions or the questions. You are beaten before you begin.

Over confident. You pass phase tests with flying colors. You breeze through the test and finish before others start. Then -- the news -- you failed. You did not concentrate; you did not take your time. It's like food, you did not digest the question correctly.

Misleading questions. Intentionally or unintentionally, tests contain this type of question. These questions are easy to recognize if you concentrate and read carefully. These questions should be no more difficult for you than others.

Two answer choices are correct. Occasionally you will encounter a question where you believe two answers are correct. The fact remains, only one answer is correct, so read the question again and select the best answer choice.

You become irritated or mad. During the first few questions you decide the test does not reflect the subject area taught. It is outdated and does not fit the lesson or the material you have been studying. What do you do? Well, do not let your irritation cause you to make more errors than your lack of knowledge forces you.

You are a Ball-of-Fire on the job but cannot take a test. You have never been more wrong. If you are a go-getter on the job, you can be a whiz with a test. All you have to do is know the answers to the material covered.

A good memory. Do not let your memory play tricks on you; it can cause you to make mistakes, especially when you are on the 25th question and are still remembering how difficult the 10th question was. Concentrate on the question you are working on, not the one you just passed.

Curiosity. The person on your right seems to be moving right along; he is not chewing his pencil and has not looked up once. He must be doing real well! He probably is; at least he is concentrating on the test.

Fifty questions, forty-nine answers: You have finished a 50-question test, but your answer sheet shows only 49 answers. You missed or skipped a question, but where? If you are lucky, you can spot the error. How can you correct it? Check with the test monitor and ask for help. He will probably give you another answer sheet and advise you to check your position on the test against the answer sheet every ten questions until you find the skipped question. Then transpose your responses correctly to the new answer sheet, remember to neatly erase.

Taking too much time per question. Some questions are difficult even for the most competent student. You are having trouble with them. Pass over the hard ones and come back to them after you have finished the remainder of the test. Then concentrate on each and give your best guess. There is not a penalty for guessing.

Elimination Process. When you answer a multiple-choice question, you should always do it by elimination. Eliminate answers you believe could not possibly be correct. Try to eliminate at least two, this will leave two answers. Then if you must guess, you have a 50-50 chance of answering correctly.

Free Questions. Some tests will have one or two free questions with correct answers clearly indicated in the stem of the question. If you mark any other answer, it will be graded as an incorrect answer. It may surprise you to know these free questions are frequently missed -- not by you, of course, but by others.

First impressions. First impressions are frequently correct, so when you read the questions and look at the answers, place the eraser of your pencil on the answer you think is correct and proceed from there, by using elimination.

Two questions alike. You are on the 25th question and it was so easy. However, somewhere previous there was one question, almost like it, you could not complete. What do

From I10, take 110 South to I90. "L" on 90 to White Ave. Follow "Keesler AFB" signs. Go thru main gate, turn "L" immediately. Go past Brown fenced in lots (DRMO), turn "R" onto Parade Ave. Go past stop sign. Parking lot on "L" between Hewes and Garrard Halls. Course is bottom floor, 1st entrance on left on loading dock side.

Hewes Hall
Bldg 6903

Ploesti Ave

